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The phrase, a richly stored mind, is capable of more than one interpretation. It may mean a mind stored with ideas which have been acquired for specific purposes, the achievement of a definite end, the accomplishment of this task, the solution of that practical problem; the mind of an active, inquiring, alert individual whose program of work and play has been determined by his personal needs, practical, esthetic, moral, spiritual, in the actual historical order of their development. Or it may mean a mind stored with ideas which in the order of their acquisition bore no direct relation to the learner's needs, but were carefully chosen for him by some outside authority with a view to possible future needs; the passively obedient, acquiescent, docile mind with the traditional stock of knowledge furnished by the schools, bearing the stamp of their approval, and therefore possessing that ''fine flavor'' of which Professor Hibben speaks with such enthusiasm.

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REVIEWS AND ABSTRACTS OF LITERATURE

Psychology: General Introduction. CHARLES HUBBARD JUDD. New York: Charles Scribner's Sons. 1907. Pp. vii + 389.

Laboratory Manual of Psychology. CHARLES HUBBARD JUDD. New York: Charles Scribner's Sons. 1907. Pp. x + 127.

These are the titles of the first two volumes of a series of three books "designed to introduce the student to the methods and principles of scientific psychology." The third volume will be devoted to a description of apparatus and the general equipment of the laboratory.

The very comprehensive aim of the "General Introduction" is stated in the preface as follows: "(1) to develop a functional view of life, . . . (2) to adopt a genetic mode of treatment, . . . (3) to give to the physiological conditions of mental life a more conspicuous place than has been given by recent writers of general text-books on psychology, . . . (4) to make as clear as possible the significance of ideation as a unique and final stage of evolution. The clear comprehension of the dominant importance of ideational processes in man's life is at once the chief outcome of our study, and the complete justification for the science of psychology. . . . This work is intended to develop a point of view which shall include all that is given in the biological doctrine; while at the same time it passes beyond the biological doctrine to a more elaborate principle of indirect ideational adaptation."

Almost one third of the volume is devoted to the nervous system and sensation. Chapter II. is an admirable presentation of the evolution of the nervous system. Beginning with the results of Jennings's study of unicellular organisms, the author traces the differentiation of primitive functions through the ascending scale. The progressive development of higher centers is the fact of chief significance. These permit the organization of activities, and they provide for greater complexity and unity of behavior. The evolution of higher centers culminates in the association centers (*Flechsig*) in man. These association centers are less predetermined by heredity than are the lower centers. They are, therefore, molded largely by individual experience. They are the instrument of the more delicate and comprehensive "indirect adaptations" of the individual. These association centers as the organs of ideation thus constitute the essentially human higher story added to the vertebrate nervous system.

The chapter on the "Human Nervous System" is well conceived, compact, and effectively illustrated. Two exceptions to the general clearness of statement deserve passing mention. The victim of the "famous crowbar" accident is by implication credited with no change in his mentality as a result of the accident. It is, of course, well known that a profound alteration in disposition and personality actually occurred. Again, the sharp distinction drawn between sensory and motor areas of the cerebral cortex is misleading to the young student. No suggestion follows to emphasize the essential identity of location of these areas.

In pursuit of functional and genetic aims, the author finds it useful to substitute for the tripartite division of mind the following five classes of phenomena: (1) Sensation factors, (2) relations between sensations (perceptual fusions), (3) attitudes (corresponding to feeling, interest, attention), (4) memory contributions to experience (including memory images of sensations and sensory relations and attitudes), (5) ideational relations. These constitute the characteristic forms of human consciousness, and include such facts as experiences of language and forms of scientific thought.

The functional and genetic trend is still further indicated by such chapter headings as (VI.) "Sensations and their Functional Relations," (VII.) "Experience and Expression," (VIII.) "Instinct and Habit."

Furthermore, we are not allowed to forget that the central and unique concept of psychology is that of the self. The essential function of the nervous system is organization of experience. The processes of consciousness are mainly those of association and integration. "All forms of consciousness are types of organization." Psychic complexes are continually undergoing transformation and translation to higher levels. The whole treatment from this point of view might be called a revised edition of apperceptionism carried out in a thoroughgoing manner.

With such a background, the contrast phenomena of forms of dissociation loom most vividly in Chapter XIV. Here come illusions, hallucinations, sleep and dreams, fatigue, effects of narcotics, alcohol, auto-intoxications, hypnosis, dual personality, and insanity. This is decidedly one of the most important chapters of the book.

While maintaining for the most part the strict attitude of natural science, the author has not hesitated to introduce, wherever necessary, philosophical discussions. The attempt to reconcile the personality category with rigid determinism may leave some readers a bit mystified and unconvinced. For this reason, perhaps, the chapter on the self is the least successful.

When one recalls the multiple and difficult aims of the work, the result constitutes a notable achievement. Many will vote it the most comprehensive introductory text that has recently appeared.

The full treatment of the nervous system, the careful consideration of dissociation phenomena, the suggestive chapter on language, the discussion of imagination and concepts containing illuminating paragraphs on the uncritical, the literary, and the scientific forms of imagination, the genetic psychology of concepts, the psychology of logical processes, and no less the final chapter on the applications of psychology, wide in scope, rich in learning, and intensely practical,—all these produce an impression of fullness and adequacy to be desired in a general introduction.

The style is pedestrian, simple, and generally clear. The illustrations, while not extensive in range, are taken from ordinary experience, and are employed most effectively. Marginal paragraph headings give the page a somewhat dense and heavy appearance distinctly less inviting to the beginner than the more open formation produced by bold-faced headings in the body of the text.

Opinions will inevitably differ as to the best order of topics in an introductory book. But it is questionable whether a psychology which abominates psychic atoms and emphasizes personality should adopt the synthetic order. Thus the student is led through the mazes of neurology and sensation and percepton of space and time, for many weeks, before there is any quickening contact with the complex phases of his consciousness with which he has most acquaintance.

The manual is designed especially for use in those institutions where the laboratory facilities must be limited. The essentials of equipment for the use of the manual need not involve an outlay of more than two hundred dollars. Following an admirable introduction, which includes careful directions for procedure in experimentation, are twenty-five groups of experiments. These cover the field of sensation, motor activities, circulation changes, effects of practise, fatigue, memory, attention, and esthetic appreciation. Many suggestive supplementary questions are embodied in the various chapters.

The whole is a crystallization of years of successful laboratory experience, and the pedagogical strategy of selection, arrangement, form of statement, recapitulations, and the like, is deserving of most enthusiastic appreciation.

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Hermann von Helmholtz. LEO KOENIGSBERGER. Translated by Frances A. Welby, with a preface by Lord Kelvin. Oxford: The Clarendon Press. 1906. Pp. xviii + 440.

The Life of Hermann von Helmholtz, by Dr. Leo Koenigsberger, professor of mathematics at Heidelberg, published in three volumes by